The JOURNAL of EDUCATION

Twice a Month for Better Schools

JANUARY 21, 1935

Was Lincoln an Educated Man?	ORLIE M. CLEM
Marking System Rates an "E"	F. G. MACOMBER
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The JOURNAL of EDUCATION

Twice a Month for Better Schools

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The Editors Say...

What's the fun of knowing *all* about the next numbers of your magazine before they reach your desk? We promise always to keep back some pleasant surprises for you.

Still—we can't resist giving you a hint or two.

Arthur Dean, for instance, has written a trio of inimitable articles, of the "if-I-were" variety. First will come "If I were a Teacher." Then one on the Superintendent. And finally one on the School Board Member. These are spicy, of course. And Dr. Dean never pussyfoots!

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Articles soon to appear will deal with Successful Teachers' Meetings; Schoolhouse Planning; Overteachered Pupils; and Correlation in the Home Room. . . . Specially amusing is a paper on "Interviewing," by a teacher who describes some types encountered in job-hunting.

•

Now for the Missing Line

Somewhere among the advertisements in this issue there is a first line to rhyme with this one (timidly offered by the Office Poet who has been accused of making bad verse):

".....
When to ruminate's void of disgrace."

Find the missing first line to rhyme with this. Send the completed couplet, with name of advertisement, to Journal of Education Rhymesters, Six Park Street, Boston. Mail your reply not later than February 7, but the quicker the better.

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By HERBERT G. LEHMANN, B. Sc.
Teacher of Shop Science, Bronxville Schools, Bronxville, New York

Profusely illustrated with drawings. Price, $.96.

ALTHOUGH DESIGNED FOR USE in the industrial arts departments of our junior high schools, this book can well be used in any grade from the seventh up through senior high schools and even in adult vocational classes. By means of twenty-one fascinating projects, it develops a broad foundational knowledge of electricity.

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Two hundred and fifty explanatory questions and answers help to clinch the facts.

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

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Was Lincoln an Educated Man?

Second and concluding article

By ORLIE M. CLEM
Superintendent of Schools
Owego, New York

Lincoln's education in science was unusual. Modern educators generally agree that the major purpose of secondary school science is to provide pupils with an understanding and an interpretation of their environment. Judged by this standard, Lincoln's education in science was of high quality. Dennis Hanks described the wilderness life of the Lincolns as follows: "We lived the same as the Indians, 'ceptin' we took an interest in politics and religion." Longfellow has told us in inimitable lines how the Indians lived:—

"Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in summer,
Where they hid themselves in winter,
Talked with them whene'er he met them,
Called them "Hiawatha's Chickens."
Of all beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns,
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them,
Called them "Hiawatha's Brothers."

To Lincoln, Mother Earth yielded her secrets. His feet were in the clay, his body in a bed of leaves, his heart was ever sensitive to nature's symphony. He became familiar early with the principle of kindling temperature. He knew the best trajectory for sinking an axe into a sycamore. He knew how to arrange a fulcrum in using a crow-bar, or an inclined plane in loading a whiskey-barrel. He considered the centre of gravity in loading a flatboat. He secured a government patent for dislodging boats from sand-bars.

•

Judged by modern standards, Lincoln's chief limitation in the field of science was his belief in superstition, particularly in early years. Potatoes must be planted in the dark of the moon, beans in the light. To skip a row in corn planting meant a death in the family. A magic witch-hazel revealed where to dig a well. A religious mystic, Lincoln was never wholly free of superstition. Sandburg says of him: "He learned to say of certain coincidences, 'I am superstitious,' feeling that what had happened before under certain combinations of events would probably happen again." He exhibited a majestic awe in the presence of man, and of nature's unknowns and then unknowables.

•

Lincoln's education in mathematics was less thorough than in English, social studies and science. He did know that two and two make four and not fourteen, unlike many modern investment bankers. He did know that six cents constitute a true difference and walked six miles to return them. In the backwoods schools, he did study Pike's arithmetic. Later he mastered the elements of surveying from Gibson's "Theory and Practice of Surveying," with Minter Graham as instructor. It was a difficult road for Lincoln through decimal fractions, logarithms, and trigonometry; but he learned also how to use mathematical instruments, to scale maps, and to operate the chain. After his term in congress he mastered the first six books of Euclid, not in order that he might demonstrate geometrical propositions but the ability of a true lawyer to reason. Lincoln believed with Plato and John Locke that geometry could aid one to "get the way of reasoning."

Lincoln's education in the field of foreign language was defective. In this field, his rating is zero. He appears to have had no knowledge whatever of foreign languages. The story is told of an opposing lawyer who used a Latin maxim for the purpose of perplexing Mr. Lincoln and impressing his hearers. Thereupon, he turned to Mr. Lincoln and inquired: "Is that not so?" "If that is Latin," dryly remarked Lincoln, "I think you had better call another witness."

•

In terms of physical education, Lincoln was indeed fortunate. His ancestors gave him a powerful physical frame. With his

feet in the clay, and his body in a bed of leaves, and his heart charged from nature's battery, he matured as a giant of God's wilderness. Sandburg says: "He grew as hickory grows, the torso lengthening and tightening. The sap mounted, the branches spread, leaves came with wild clamor in them." Like Lord Byron, Lincoln was a dynamo of elemental force. Authenticated tradition holds that he could out-wrestle and outfight any of his companions. He could raise a barrel of cider and drink from the bung-hole. The blows of his axe in a clearing belied two or three men at work.

•

In the field of practical arts, vocation, and guidance no one ever had a better education than Abraham Lincoln. When only nine years of age, he helped his father make a crude coffin in which they laid to rest his wilderness mother. What man ever had greater breadth of vocational experience? He was born a backwoodsman and absorbed its arts. He worked on a farm for his father and his neighbors. For his father he was an apprentice carpenter as well as cabinet maker. He was a flatboatman to New Orleans. At New Salem he clerked in a store, operated a mill, served as postmaster. He was a captain in the Black Hawk war. He was assistant surveyor of Sangamon County. He was a lawyer and rode the circuit about Springfield. He served four times in the Illinois legislature, two at Vandalia, and two at Springfield. For two years he was a member of the National House of Representatives. He was a candidate against Douglas for United States Senator. He was political speaker and politician. Finally, he served in the vocation of President. In his long trek from the Kentucky log cabin to the White House, Lincoln enjoyed a rich vocational experience.

Today, we think only of Lincoln's success. But he knew what it meant to fail. He was badly beaten in his first race for the Illinois legislature. He failed in business, and spent seventeen years paying off the debts of a reckless partner. He was defeated for congress. He sought an appointment to the United States land office, but was unsuccessful. He was a candidate for the vice-presidency, but was defeated. He was defeated by Douglas for the senatorship. These were all severe failures—great disappointments. At almost forty years of age he was chagrined to contemplate that if he should die then, the world would never know that he had lived. It may be that out of these heartaches was forged an understanding spirit worthy of immortality. Lincoln knew intimately the rugged roads of failure as well as the shady lanes and broad thoroughfares of success.

•

Lincoln's education in the fine arts, except for his deathless literature, was defective and inadequate. He made no contributions in music, pictorial or plastic arts, although he was an appreciative consumer in these fields. Lincoln's great sensitivity made him responsive to beauty in many forms. Lincoln's education in the fine arts came not from marble or canvas or musical composition. It came from the music of human souls about him. He seemed able to penetrate to the soul's inmost core. He was characterized throughout life by an ethereal seriousness, despite his traditional reputation as a teller of jokes. Terrible experiences struggled with his soul. Life seemed not worth while when at the age of nine they laid his mother in her lonely grave. Lincoln loved Ann Rutledge, the slender blue-eyed girl with corn-silk hair. When she died his own premonition came back to mock him: "It can't happen that a sucker like me can have a gal like her." Again, he felt he could not go on. For a time his reason toppled, and he groped about in a psychopathic condition. He could not bare to have the rain fall upon her grave. Lincoln never forgot Ann Rutledge, and after her death he was never the same. His interrupted wedding with Mary Todd left another heart scar, as also did the death of his little son Willie in the darkest days of the Civil War. It was out of such experiences that a soul was forged which was ever responsive to the "still sad music of humanity." All creatures were to him "poor earthborn companions and fellow mortals." He it was who removed the pig from the mire, restored the fledgling to its nest, responded to the plaints of a negro mother. He, like Christ, had passed through Gethsemane; and after Christ, he is the world's greatest humanitarian. When hot-heads insisted that Jefferson Davis should be hanged, Lincoln said: "Judge not lest ye be judged." How like Christ's words from the cross, "Father, forgive them, for they know not what they do." When Lincoln died, Stanton said: "He belongs to the ages." And so he does; he belongs to the Great Society of literature and to the Great Society of humanity. In the fine art of human understanding, he was a leader of a noble symphony.

"And when he fell in whirlwind, he went down,
As when a lonely cedar, green with boughs,
Goes down with a great shout upon the hills,
And leaves a lonesome place against the sky."

In terms of school subjects, the education of Lincoln is so clear that even those who run, may read. He ranks high in nearly all subjects. He ranks lowest in advanced mathematics and foreign language. It is significant that these are the subject

fields not now demanded in schools, for all pupils. Lincoln was an educated man.

An additional feature of Lincoln's education demands attention. It is that of adult education, a popular current concept. In this field Lincoln stands supreme and should be recognized as a patron saint. He had less than a year of formal schooling. He was self-educated. For many, no formal education means stagnation. Not so with Lincoln. He had no academic years and no summer vacations; but he had fifty-six studious years, twelve months a year. He did not study to "get by" but to get on; not to make a classroom grade, but life's grade. No high school or college commencement ever wrote "finis" to his education; only the assassin's bullet did that. He was still educating himself when he became President, and he was at the peak of golden eloquence in his Second Inaugural. Lack of education made Henry Clay superficial and Jackson narrow-minded. Not so with Lincoln. He was always thorough and insisted on understanding a subject from top to bottom. Clear comprehension explains his genius for terseness, as "Can aliens make treaties easier than friends can make laws?" An indefatigable gatherer of information, he was a great constitutional lawyer and the best informed man of his time on the great issues. His law partner, Herndon, said that Lincoln thought more than any man he had ever known. Lincoln did not "work off" his French and Latin. He "worked in" his Blackstone, the Declaration of Independence, the Constitution, Clay's Compromises, and the Kansas-Nebraska Bill. He "worked up" his facts for the debates with Douglas and the Cooper Union speech. This latter speech reflects the most careful and critical scholarship. Critical facts enabled Lincoln to ask Douglas the crucial question in their famous debate. Douglas was ensnared in a dilemma, and Lincoln won the presidency. Lincoln was always a student, and referred to himself as a "learner." He is the world's best example of informal and adult education.

Marking System Rates an "E"

By F. G. MACOMBER
Supervisor of Curricula and Instruction
Riverside, California

A device that has recorded failures of many pupils is now itself branded a failure. But what instead?

IN the issue of the Journal of Education for November 5, 1934, appeared an article by Garry C. Myers, entitled "Spare the Marks and—What?" In this article Dr. Myers issues a challenge to those who would eliminate school marks from the reports to parents, and raises several questions which are undoubtedly in the minds of many parents in regard to this matter. As one who is vitally interested in this problem, and who is now engaged in the task of attempting to devise a more satisfactory report of pupil progress to parents I would like to attempt an answer to some of the issues raised.

Dr. Myers's statement of the arguments in favor of the elimination of grades is fairly accurate except in one important phase, which, I believe, needs clarification. Throughout the article the sentiment is expressed that one of the major reasons for the elimination of grades on the reports to parents is the fact that the teachers do not believe that parents, as a rule, are intelligent enough to interpret grades wisely, and that as a result children are often made to suffer by misunderstanding parents. This, Dr. Myers believes, is a reflection on the intelligence of parents, and will result in an unfavorable reaction toward the school.

May I present what I believe is a more accurate and complete statement of the reasons why many progressive minded teachers and administrators are favoring the abolition of grades in the public schools of the country.

1. The present practice of assigning grades is contrary to the newer views of educational psychology, and is actually an obstacle to the most efficient learning. The goals in education should be the acquiring of certain knowledges, attitudes, and skills. The best learning will take place when the learner has made the objectives of education his goals. However, our present practice tends to centre the attention of the learner on the grade, so that the attaining of a good grade becomes the goal rather than the acquisition of skills, knowledges, and attitudes. The latter become a means to an end rather than an end in themselves. It encourages working for grades rather than for the real aims of school life and is not conducive to the most educational growth.

•

2. Grades are inaccurate. This is too well known to educators generally to need further discussion. However, the fact that one teacher cannot interpret intelligently the grades assigned by another teacher unless she knows that teacher's standards of grading is sufficient grounds for the belief

that parents cannot by some process unknown to teachers do otherwise. This is no reflection upon the intelligence of parents, but rather upon the present grading system.

•

3. The present system of grading is an injustice to the child. It is true that by the use of objective tests, both informal and standardized, and by setting up more scientific standards, we can greatly improve the reliability of grades. However, this implies the application of the law of probability, as the grades of A, B, C, D, and E usually mean very superior, superior, average, below average, and failure. These standings are determined by a comparison of the achievement of a student in a given subject with that of other students in the same subject. We know that students differ greatly in their ability to progress in any of the school subjects, and that given equal application, some students will always do much better than other students. If a grade of A in arithmetic is to mean very superior work in that subject, and a grade of D or E inferior and very inferior work in arithmetic, and it must be if all teachers' grades are to mean the same thing, it becomes impossible for some children to get anything but low grades; while other children who have been more fortunately endowed from birth will always get the high grades, even with less effort than the low ability students apply to get grades that label them failures. It is only too true that the more gifted student attains praise both at home and at school, while the less fortunate child is often made the brunt of continual nagging by teacher and parent, and is continually having the bright child held up as an example. Is it any wonder that the low ability student becomes discouraged, dislikes both the school and teacher, and is often a problem case? We force all children to attend school, teach materials that are often entirely beyond the understanding of the child who lacks high academic ability, label him a failure, and send him home to face parents who don't always understand; while the bright child, who almost invariably gets good grades, becomes a delight and joy to both the teacher and parent, even though he has labored no harder than the other. It is the contention of those of us who are opposed to the present system of grading that such a system is a disgrace to a profession that claims to have at heart the welfare of every child in the system.

"The school needs not less, but more records of the mental, physical, and social growth of the child in order to better perform its duty to the child. These need to be more scientific than in the past, and more faithfully recorded."

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4. Finally, it is our belief that more meaningful reports of progress can be devised. The school needs not less, but more records of the mental, physical, and social growth of the child in order to better perform its duty to the child. These need to be more scientific than in the past, and more faithfully recorded. The guidance function in many school systems is greatly handicapped by the lack of reliable records covering the whole of a student's school life. It is our belief that, as a measure of academic ability, records of standardized achievement tests over a period of years, together with records showing the actual attainment of educational goals in terms of mastery of units of work are much more meaningful to those charged with giving educational and vocational guidance to the child than are grades of A, B, C, D, and E.

Certainly, the school is under an obligation to parents to keep them informed of the educational growth and of the interests and abilities of their children in order that school and home can work together for the best interests of the child. But we have grave doubts as to the wisdom of using grades for this purpose. Neither do many of us believe that the use of the terms "satisfactory" and "unsatisfactory" meets the need. A report of "unsatisfactory" demands a note to or an individual conference with the parent to explain why and in what way the child's progress is unsatisfactory. A parent is entitled to this, but neither grade nor report of "unsatisfactory" offers any explanation, and often results in an unfavorable parent and student reaction towards the school which makes complete co-operation more difficult to attain.

•

While I am not certain in my own mind as to the best type of report of pupil progress to parents I do believe that a plan incorporating the following procedures is a great improvement over the traditional method:—

1. Periodic informal notes of a friendly nature, calling attention to any especially strong or weak points of the child concerned.

•

2. Whenever it is discovered that a child's progress in relation to his ability is unsatisfactory, that he is showing undesirable social traits, that there is some physical condition needing attention, or that some special situation requires the co-operation of the home it should immediately be made the subject of a note to the parents, or better yet, it should result in a personal conference with the parents.

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3. At least once a year a complete report of pupil progress should be sent to parents. This should be in terms of goals attained, rather than as grades. To know that a child has learned certain processes in arithmetic, that he has learned to spell a certain number of new words,

that he has made noticeable progress towards certain definite social goals is much more meaningful than to know that he received a grade of "C" in arithmetic, a "D" in citizenship, and failed in his geography.

In connection with this article see also "The Twentieth Century Birch Rod," by Irving W. Smith, in the Journal of Education for December 17, 1934.

What Are the Aims of Education?

By DANIEL P. EGINTON

BERNARD SHAW once being asked what he thought about Christianity replied that he thought it was such an excellent idea he wondered why we didn't try it sometime. When I look about today and see the Germans hating the Poles, the Russians pitted against the Japanese, supposedly cultured persons displaying hates and prejudices without the least sign of being apologetic, millions unemployed and literally starving, homes broken through divorces, ugly towns, cut-throat competition, lawlessness and crime running rampant, and slums galore, I am inclined to say that *education* is such an excellent idea that I wonder why we don't try it sometimes.

Wonders, however, when carefully analyzed are short lived and disappear like morning dew. For example, some of the most obvious reasons we do not try real education are: a narrow conception of education as a formal process of acquiring information and formal skills, incompetent professional leadership, obsolete physical facilities, acceptance of the doctrine of mental discipline, fear of public opinion, inadequate state supervisory service, stupid standardization of the *interna*, insufficient material of learning and lack of clear, sound aims of education.

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Unfortunately it is possible here to deal with only the last of these blockaders of progress and causes of poor education. This seems to be the logical point of attack since the others are contingent upon a clear understanding of the goals of education.

DANIEL P. EGINTON

It seems scarcely necessary to try to prove that we do not now have adequate educational objectives. For instance, by and large, the major aim of high schools is still to prepare pupils for college even though the majority do not even go to college and most colleges are today organized and administered in accordance with traditional, unsound methods. Little Loebs and Leopolds can be on the honor roll of most schools and be praised to the skies if they can consume a large amount of academic stuff. The measure of a football coach is the percentage of games won regardless of broken bones, vicious habits, athletic hearts, unsportsmanlike tactics, foul words, and crooked plays! As long as a pupil can recite his lessons well it usually makes little difference if he be emotionally unstable, shy, socially maladjusted, selfish, impetuous, depressed, crude, hot-headed, day-dreaming, unappreciative, or cruel.

In order to do anything satisfactorily it is necessary first to outline exactly what you propose or plan to do; second, how you are going to carry out these plans or reach the established aims, and third, how you are going to measure achievement. It follows, therefore, if schools are to provide a broad, well-adjusted, educational program the first step is to outline carefully their objectives or aims which will form the skeleton of the educational program.

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Unless all of the aims of education are clearly defined and carefully set up through the cooperative efforts of teachers, supervisors, pupils, parents, social leaders and community educational agencies, it is absolutely impossible for pupils and others to understand what they are supposed to do; they are thus likely to overemphasize parts—often wrong ones at that—at the expense of the development of the whole child or adult. We must remember that, as Ruskin says: "There is only one way to see a thing rightly and that is to see the whole of it." Unfortunately our schools are now organized and administered on the basis of separate, disintegrated parts and not suitable wholes such as "Oriental civilization" or "The Westward Movement."

Although it is not possible here to list the "whole" of our underlying, educational objectives, the following aims will serve as a satisfactory point of departure. Each should be carefully studied

and analyzed by teachers, pupils, and parents, so that it may be properly interpreted and applied, and that effective methods of achieving it and also of measuring results may be outlined and used. Each should be considered as representing necessary spokes in the wheel of life, which might also be stated as *effective citizenship in our changing democracy*. These aims obviously overlap somewhat.

1. Socialization and social efficiency.
2. Development of desirable habits, attitudes, social ideals, convictions, appreciations.
3. Desire and power to cooperate with others for common good.
4. Sound physical and mental health.
5. Normal emotional stability and control.
6. Refined manners and culture of a gentleman or lady.
7. Thorough mastery of desirable academic skills and knowledges.
8. Pleasant, effective voice.
9. Correctness and precision in speech.
10. Creative self-expression in suitable media.
11. Many worthwhile interests as in art, music, education, transportation, mechanics, business, manufacturing, science, travel, people, government, religion.
12. Thorough understanding of self and environment.
13. Love of beauty or aesthetic appreciation.
14. Worthy home membership.
15. Satisfactory vocational adjustment.
16. Capacity to think reflectively.
17. Unique individuality or personality.
18. Sound philosophy of life.
19. Development of a distinctive American culture.
20. Desire and capacity for further education.

Schoolma'am *Versus* Teacher

By HAYDN S. PEARSON

Principal, Bigelow Junior High School
Newton, Massachusetts

THERE are two kinds of school ma'ams, male and female. And great is the evil thereof.

Their eyes do not see the mountain tops, nor the glory of the sunsets. The glories of nature pass them by and the sweet joy of human experience is a stranger to their souls. Yea, they fear life and love and know not the meaning of compassion.

School ma'ams work in schoolrooms and unto the children therein belongs much pity. For school ma'ams work with facts; they live for facts. I say unto you that to school ma'ams facts from books are the light of the world. Yea, verily, and no bushel basket is turned upside down over them.

And facts mean so little in human hearts.

Ever and anon, one finds a teacher in a classroom and great is the joy thereat. It is the salvation of this joy-hungry and heart-yearning world that such there be.

For truly there are those of us who look back over the years that form a little interim between the Two Great Unknowns and we thank the gods of our fate that once we had a real teacher who was more interested in boys and girls than in facts.

The blessing of Heaven be upon these teachers. For life is sweeter and fuller to those who came under their philosophy.

Yea, again I say unto you that in many a schoolroom where there is perfect discipline and a school ma'am prides herself upon decorous routine and mastery of book facts, there is little teaching and the joy of living is unknown.

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Again, I say unto you that certain rooms are laboratories of life and much is the joy therein. Certain teachers there are who look on books as a prop, but look mainly to the boys and girls as the growing trees who will one day bear a crop.

They are those who not only look on life but live it; their existence is not bounded by a wardrobe, two blackboards and a row of windows. The mountain tops and sunsets and thrill of great music are no strangers to their souls. The eternal verities of life, love, compassion, and courage are the self-starters in their thinking. And unto such, one child who shows honest curiosity or chooses to do right when he has the opportunity to do wrong is more precious than all the jewels of India.

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Yea, verily, until male and female school ma'ams turn into teachers there will be darkness over society. And to those who care it is cheering that a Great Evangelist is converting school ma'ams into teachers. For I say unto you that the faster they hit the sawdust trail the sooner will star dust be scattered over the ills of the world. Verily, when that time shall come there will be no more wars, man will live by the Golden Rule and men will act like human beings.

Mount Holyoke-in-Hartford

By ROGER W. HOLMES

Pioneer of women's colleges opens a new frontier by offering freshman courses in a nearby city

MOUNT Holyoke College has, in the last two years, been conducting an experiment in higher education the results of which are deserving of attention. There have been similar experiments elsewhere, but their lack of success makes the encouraging and growing achievements of Mount Holyoke's efforts more than ordinarily interesting. In answer to a request of Trinity College, Mount Holyoke is offering a freshman year of college work to a group of girls from Hartford and surrounding towns who are unable to afford membership in the regular freshman class at South Hadley. By means of a judicious limitation of courses offered, and with the co-operation of the Y. W. C. A. of Hartford, Mount Holyoke College has been able to administer a freshman year at Hartford at a cost of only $250 to each student, just half of the fee charged for tuition at South Hadley. Add to this the saving in board and rent made possible by living at home and the total saving mounts close to $750. Mount Holyoke-in-Hartford is, in short, an experiment in a new form of scholarship aid. It differs most favorably from other forms in the amount of aid that can be given. It differs from extra-mural endeavors elsewhere by virtue of the fact that the need came before the expansion; indeed this seems to be the secret of its success. Let us describe it, evaluate it, and prophesy for it.

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This institution is truly a *Mount Holyoke in Hartford.* Students are admitted on exactly the same terms as those entering Mount Holyoke: the credits received during the year are accepted by other colleges as well as by Mount Holyoke. Some instructors come directly from South Hadley; some are working both at South Hadley and at Hartford. The curriculum offering is, within obvious limitations, representative of that at South Hadley. This year English, speech, European history, economics, geography and geology, French, mathematics, and physical education are offered. English, speech, and physical education are required, while four of the remaining five subjects are elected by the student. The academic opportunities equal, in quality though not in quantity, those at the mother institution. The nucleus of a permanent library has been purchased, and books are also loaned by the Mount Holyoke College library as well as by the Hartford Public Library and the Hartford Theological Seminary. The students have the use of two classrooms in the Y. W. C. A. building, a large living room where teas are held, a smoking room, an auditorium where dances may be held, a finely equipped gymnasium, and a swimming pool.

Extra-curricular activities are surprisingly successful. A formal dance at Christmas, plays given jointly with the Trinity College Jesters, participation in the activities of the Hartford Foreign Policy Association, attendance at symphony concerts given in Hartford, and weekly teas to which well-known lecturers are invited are among those organized by the students. Last year the Hartford freshmen traveled to South Hadley to take part in the French plays and the speech recital, and the Freshman-Junior receptions; to visit the college Outing Club; and to witness the Founder's Day ceremonies, the May Day Pageant, and the Commencement exercises. In return students from South Hadley were invited to tea. President Woolley, Dean Allyn, Dean Cheek, and Miss Newhall, secretary of the Board of Admission, also visited Hartford. This year there is more contact between the two than during the initial year. Mount Holyoke-in-Hartford commenced the present term by attending the convocation services held in Mary Lyon Chapel. The Hartford freshmen are now receiving the friendly benefits of Junior-sisters.

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How count the gains? In the second year the registration has risen from twenty-two to twenty-seven, with a marked increase of Hartford students. Fifteen of the twenty-seven come from the Hartfords, indicating the confidence of the community in this experiment. Fifteen of last year's class are at present entered as sophomores at seven colleges, including Mount Holyoke, Mount St. Joseph, Connecticut College, Trinity College, Washington, Grinnell College and Elmira College. Of these, nine entered Mount Holyoke. Six of the nine won scholarships, ranging from $100 to $350. The student who entered Elmira won an $800 scholarship. Among the seven who remain, two are studying at secretarial schools, while the other five are anxious to continue their education when they are financially able. Opportunity was given to tide over a difficult year. More than half of the girls are now proceeding normally without loss of time. Results such as these make it difficult to doubt the success of the experiment

despite the limitations inherent in the situation.

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And the future? As desirable as such an experiment in aiding students has proved to be, its limitations must be taken into account. Geographic expansion would both increase the cost to the individual student and weaken the bond to the mother institution. Curricular expansion would defeat the experiment, for it is primarily the restricted number of courses that makes possible the great reduction in tuition. It seems to be true that the Hartford students enjoy certain educational advantages over their sisters in South Hadley, because of both a greater uniformity of background and a freedom from the constraints engendered by membership in a large and strange group; but they miss the wide facilities at the command of regular freshmen and, what is probably most important, they do not enjoy fully the breadth of horizon and the intellectual stimulation which are given by contacts at South Hadley and which are counted among the greatest benefits of college life. Nevertheless Mount Holyoke-in-Hartford fulfills a need which those connected with the experiment feel is more than temporary. Expansion of the offering from one year to two would go so far toward the establishment of a separate institution as to change the nature of the endeavor. But such a change is worth considering. Dean Allyn says that "while at present it is still to be considered as an emergency institution organized to meet the present financial crisis, it is conceivable that if there is a sufficient demand it might develop into a permanent junior college." In this case it would cease to be simply an experiment in scholarship aid. It would then perform the unique function of the junior college. The trend of the times in higher education makes this outcome appear not altogether unlikely.

Facts Are Vital to Learning

By BYRON C. KIRBY
Principal, Oliver Platoon School
South Bend, Indiana

THE purpose of education is to lay the foundation for academic, intellectual and social unfoldment; it is to help people live purposefully, constructively and effectively. Method should evolve from these ends; it should grow out of the established objectives of the teaching process. The duty of those in authority is to evaluate carefully the facts that enter into the curriculum; to organize those facts and principles into meaningful units; and to design teaching procedure in such a way as to develop constructive changes in the character, personality and capacities of the individual. An excellent curriculum is of little value if the technique of instruction is unsound.

There is a tendency to go to extremes in method. Some educators emphasize the drill type procedure; others, play in the teaching process; and still another school, the project. One group maintains that facts are of primary importance; another that social training is of first consideration. The difficulty here lies in the inability of many to see that any extreme is narrow and insufficient; that the practical, efficient plan is a combination of the best elements peculiar to all philosophies. The drill, question and answer, textbook, lecture, laboratory and project methods are important elements of a sound, effective system. Educational procedure should be direct, basic, vital rather than cluttered with a constellation of nebulous hobbies. This does not imply that method is fixed. Progress still is to be made in technique, plans of attack, selection of subject matter, organization of materials and administration; but this progress should be actual and sensible. It should be determined by basic facts that are universally significant, by principles that have created scholarship, culture and progress in the past; and finally by a clear vision of a better technique that logically grows out of the present. Administrators must evaluate all theories and procedures scientifically, recognize what is good and keep the profession at even keel or outside forces will interfere with destructive results. Worse than this, however, society will suffer because the individual has not been trained to think, live and worship in terms of reality.

The extremists in education contend that facts are of minor consequence; that the important objective is training for social efficiency. True, curricula in the past have over-emphasized irrelevant details, but that does not signify that educators should plunge to the opposite extreme, place undue emphasis upon trifling, and teach nothing. Facts are the raw material of conversation, the elements of thought, the bulwark of culture. The man who controls the thoughts and emotions of others is the one who can discuss, for instance, all parts of the body and explain how nicely they are harmonized; the one who can talk intelligently about the people, government and industries of all countries; the one

who understands the life of Washington, the struggle for Independence, the formation of the Constitution, every detail in the unfoldment of the Republic; the one who knows the principles of sociology and economics together with the principles of socialism, capitalism, and the monetary system. One must know facts in order to be informed; in order to think practical thoughts in a practical way.

The new philosophy emphasizes the idea that it is unnecessary to teach much spelling because one can use the dictionary whenever necessary. This is a bold contention in view of the fact that many secretaries lose their positions because they cannot spell accurately; long lists of applicants fail to win appointments for the same reason, and poor spellers everywhere are in constant danger of being dismissed.

Neo-schoolmen champion another idea, namely, that a knowledge of formal grammar is unnecessary; that it contributes neither to correct talking nor to correct writing; that it is a waste of time, energy, money. They hold if one knows what he wants to say or write he can produce it correctly without training. This is a mistake. It is just as impossible to talk and write correctly without intelligent, consistent study as it is to make an efficient airplane without a basic understanding of mechanics. Exact adherence to the laws of syntax, inflection, mode, conjugation, coherence, and unity commands the respect of everyone. It adds clearness and force to oral and written expression. However, these laws are com-

(Continued on Page 52)

When the Flag Goes By

By FREDERICK J. REILLY

Creston Junior High School
New York City

THE Fascist salute that we see so often now on the screen and in papers and magazines, brings into focus the fact that we have developed nothing distinctive which all of us, men and women, boys and girls, can use on occasion.

I remember a picture that appeared in the papers last spring showing President Roosevelt at the Virgin Islands. All present are standing at attention, the officers executing the military salute, the President as usual giving the civilian salute, hat near left shoulder, the other civilians standing around like so many bumps on a log, apparently not knowing what to do.

Isn't it about time we all learned to follow the Chief's example in this matter?

It is not something new that I am advocating. It is the recognized civilian salute for a man wearing a hat.

But what about the women and girls? What about men and boys not wearing hats at the time?

The thing is so simple that I marvel that the united patriotic societies which got out an excellent little manual of flag etiquette in 1928, did not recommend a uniform salute for all civilians, men and women, boys and girls.

The illustration and legend will show what I mean without more words. I offer it as something that should be taken up and taught in all our schools.

The essentials are:—

1. *Elbow close to the side.*
2. *Fingers extended and joined*
3. *Pointing toward the left shoulder.*
4. *Forearm at about 45° angle.*
5. *HAND OVER the HEART —A SIGN of LOYALTY to the FLAG*

CIVILIAN SALUTE

MAN OR BOY WITH HAT

WOMAN OR GIRL WITH OR WITHOUT HAT

MAN OR BOY WITHOUT HAT

The Round Table

You are invited to join in this interchange of ideas and experiences. Address: Chairman of The Round Table, Journal of Education, Six Park Street, Boston.

Buildings Used by Public

SUPT. JAMES H. HARRIS, Pontiac, Mich.:—

"While it is not easy to single out any one activity or achievement in a given school system as conspicuous above all others, yet on the whole I should be inclined to place the expansion of our community activities and the wider use of our school buildings and plants for community uses, as the most interesting and constructive achievement of the past two or three years.

"Our school plants last year (and the same is true for this year) were open practically every evening for adult activities of one sort and another.

"They are not waste nor idle investments. They belong to the people—old and young—and we are so interpreting their function. During the week ending December 15, 1934, an average of something over 8,000 adults made use of school buildings for educational, entertainment, and recreational purposes; and this is typical of practically all weeks.

"For a city of about 55,000 population this is no mean showing.

"We feel that the influence of this policy has been of almost inestimable value during the period of the depression—a depression which hit Pontiac (an automobile centre) with peculiar force. It has served to divert the minds of the people from their troubles and resentments, and has had a large influence in maintaining their morale.

"The teachers of the Pontiac schools have met the very acute and untoward conditions confronting them during the depression with a splendid spirit.

"As illustrating the drastic nature of our reductions our teachers' payroll has shrunk from $883,150 in 1930-31, to $484,500 in 1933-34.

"And this has been done in spite of the fact that our pupil enrollment has increased nearly a thousand in those years and our general educational program has been maintained intact. We have eliminated neither music, art, physical education, industrial arts, supervisorships, nor any other of the so-called 'luxuries' of the curriculum.

"The attitude of the teachers has been to *share* whatever wage reductions were necessary rather than impair the educational program and throw many of their co-laborers into the ranks of the unemployed."

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Not Marking Time

SUPT. R. B. DANIEL, Columbus, Ga.:—

"The Columbus, Georgia, public schools were able to maintain all of their essential features and departments during the strenuous times through which we have been passing. It is true that salaries were reduced, but there was no disposition on the part of the public or the Board of Education to discontinue any feature of the schools that was essential to a sound educational program. Salaries were paid promptly on the first of each month. The morale of all connected with the public school system has been good throughout the period. A part of the cut in salaries was restored during the fall and this has had, of course, a wholesome effect. At this time our teachers are engaged in a study of curriculum revision. The work has been carefully organized and desirable results are being obtained.

"The enrollment and attendance of the schools have constantly increased during the past few years. The fact that children from fourteen to sixteen years of age are no longer employed in the industries is responsible in a large measure for this situation.

"Regardless of what the future has in store for us we are facing it with courage and determination to see to it that our educational interests of this community shall not be diminished."

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Gains Exceed Losses

SUPT. FRANK T. VASEY, Springfield, Illinois:—

"Our gains may be set out as follows:—

1. Improvement and extension of our Health program to include the pupils of the whole city, both private and public. All children entering the schools are checked individually for defects and deficiencies, and immediately steps are taken to obtain whatever service is necessary to improve the health and gain better progress in school. The third and seventh grades are rechecked to note changes and learn where additional health service is necessary. Our staff has been increased to include a physician and additional nurses.
2. The social studies curriculum has been rewritten for all grades. The technique of the laboratory has been applied by the use of libraries and a greatly increased amount of reference material.
3. All classrooms have received increased teaching materials, especially in the lower grades; and a circulating library composed of 160 sets (24 books to a set) of supplementary reading books has been purchased and put into operation.
4. New courses in Citizenship and Character Education,

new courses in Elementary Science, Literature, and Health Education have been introduced.

5. No curtailments of curriculum nor salary schedules have occurred.
6. Two new high schools have been opened to increase the school service to the youth of the city.

"Our losses may be summarized as follows:—

1. The school year has been decreased from 10 to 9 months. However, the loss in number of days is not more than 13.
2. The teaching staff has been reduced (teacher-load increased).

"On the whole, our educating program has considerably increased its position relatively in the life of the city and its people."

High School Betterments

SUPT. J. C. COCHRAN, San Antonio, Texas:—

"A more definite curriculum for our senior high schools has been developed, and it has been done at a minimum of expense and almost entirely by our local personnel. San Antonio has never before had a printed course of study for the senior high schools.

"Other things of possible interest are:—

1. The restoration of forty-five per cent. of all salary cuts made during the depression.
2. The approval on the part of the federal government of a PWA loan in the amount of $1,300,000 for the purpose of building and equipping a south side senior high school and a north side junior high school."

All in the Day's Work

By FRANCIS READ
A High School Principal

Something Besides Winning

I have just returned from another city where I visited in the home of my friend, Bill, a football coach, who formerly was with us.

It was the night before the last game of the season, the big game for the regional championship. There was great excitement in the school and community, as Bill's team had been undefeated.

When my friend returned from practice in the late afternoon he brought home with him for dinner his captain and quarterback. He had their evening all planned. He took them to the early picture show and then brought them back to his house to talk with them about the next day's game.

"The big man on the other side is the right end," I heard him say as I read the paper. "Watch him closely. Try plays 15 and 26 frequently. I know that every man will do his best, and whether you win or lose, I shall be proud of you."

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I saw the game this afternoon. Bill's team played flawless football but lost because the other side had one of those lucky breaks which have so much to do with the score.

After the game I followed the team to the locker room. Bill passed among his men, praising them individually for their good work, telling them the defeat was of no consequence.

All the work of a school, including athletics, is supposed to be educational. The main purpose of education is the development of character. The first essential of character development is to have the instructor exemplary.

Besides, boys play better football when the coach is a real leader.

WINSTON FLASHES

SNOW falls on only 30 per cent of the earth's surface and is not always white. Red, yellow, blue, green, and even black snow has fallen in various parts of the world.

ILLUSTRATIONS in four colors were unknown in readers until they first appeared in The Winston Readers. Now they are a commonplace. THE NEW WINSTON READERS contain equally outstanding features; and the universality of their use is a tribute to their effectiveness.

MY congratulations," wrote Hughes Mearns, Professor of Education, New York University, in reference to MY POETRY BOOK ($2.50), a new anthology of more than five hundred children's poems. And added, "It is a wide selection of all sorts, a big bundle at little price, a rich, poetic receptaculum, the young teacher's Handy Andy and the older teacher's helpful friend." To which we further add: It's beautifully illustrated by Willy Pogány, best loved illustrator of children's books, and contains an inspiring introduction by Booth Tarkington.

WALTER Winchell retorts to a reader of his column: "Who bulled you into killing the word 'realtor' in that Monday item because it was a copyrighted word? . . . Copyrighted? It's in the dictionary—in The Winston Simplified dicksh, p. 805, and it is defined as a dealer in real estate."

SUPPLEMENTARY readers. More than one hundred titles, including the greatest child classics as well as distinguished new books, supplement THE NEW WINSTON READERS, THE READING HOUR, and THE NEW SILENT READERS, to comprise the Winston Complete Reading Program. Want full information?

THE rarest physical disorder that afflicts mankind, it is believed, is the loss of the sense of thirst. Medical history records only three or four such cases.

VOS étudiants français prendront grand plaisir en lisant le nouveau SANS FAMILLE, publié sous la direction de Professor Albert L. Cru de Columbia University.

FREE to you. Have you seen the new Winston WORD-A-DAY? This ingenious device makes it fun to add a new word every day to your vocabulary. It's ideal, too, for pupils of high school age. A copy will be sent to you free if you mention this magazine.

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EDITORIALS

Youth's Right to a Job

THE dole must go. The President has said so and the nation has applauded. The dole is un-American and anti-educational. Its only justification has been that it was an emergency measure. It was more humane than letting people starve. But it was inhumane in its neglect of human values, its failure to bring hope and cheer and a sense of being wanted.

In place of the dole must come opportunities for employment at useful work. At first opportunities will have to be found or made by the government. Gradually private industry will take over the responsibility.

If idleness supported by public bounty is a curse to grown men and women, how much more of a curse it must be to immature young people, their characters still pliable; their thoughts untempered by any past experience of economic usefulness.

In some way this nation has got to make its young people feel that they are wanted; that there is employment for their hands and heads. Jobs ought not to be marks of special privilege, favors granted to individuals having a pull. On the contrary, having and holding a job should become a duty, not to be shirked by any able-bodied, able-minded citizen. Society has a long way to go before this change can be achieved. Abolition of the dole will be a step in the right direction.

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The Scientific Spirit

A SCIENTIST should be both proud and humble. He should be proud of his part, however small, in extending the area of known truth; and of his part in overcoming some handicap to man's advancement in health, efficiency or comfort. He should be proud of belonging to a great professional army whose watchword is Service; an army which shares all and hoards nothing; whose members sacrifice their very lives, if necessary, to advance the knowledge or the welfare of mankind.

But a scientist should be humble, too; humble because he knows so little; humble because the more he learns the more vast appears the expanse of the unknown.

All laws and principles laid down by science are subject to possible revision. Everywhere in science lurks a question mark.

Only by faith and profound venturesomeness does science push resolutely onward.

Now It's "Secretary Givens"

THERE were smiles shining through the tears on January 3 as James W. Crabtree, for the past seventeen years secretary of the National Education Association, turned over the portfolio of his office to his successor, Willard E. Givens of Oakland, California. The staff at headquarters were assembled (150 strong) in the beautiful reception room of the headquarters building. Mr. Crabtree in his inimitable fashion introduced the new executive.

Mr. Givens is one of California's best loved of many well-loved educators, and one whose high standing in American education guarantees the carrying on in a statesmanly manner of a noble work.

Mr. Crabtree's achievement places him among the immortals in education in the United States. Mr. Givens is the one man of the right character and type who could come in and receive the whole-hearted loyal support of a staff previously trained to its task, and of the whole educational fraternity.

Unlimited success to Secretary Givens! And may Mr. Crabtree long enjoy his well-earned leisure.

A. O. T.

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Backward But Bright

MENTALLY deficient children usually have certain bright spots—certain fields of special aptitude or interest—which it is the joy of their teachers to discover. This explains why some very superior teachers are fascinated with the work of instructing pupils with low I.Q.'s—provided, of course, time is allowed for giving them attention as individuals.

A certain teacher in a school for backward boys recently applied for a license to drive an automobile. When she went to take her examination, she found one of her pupils there for the same purpose. The teacher failed—and the pupil passed.

It helped to prove the theory of bright spots. It fortified in the teacher that faith which is so essential to successful teaching in special schools, and for that matter, in all schools. But—it must have hurt the teacher almost as much as it pleased and gratified the boy.

The sooner the knack of discovering and developing latent abilities in pupils becomes the common possession of all teachers, the sooner will every school be a good school.

Makers of Better Schools

BERT ALLEN NASH is associate professor of education and director of the education clinic at University of Kansas (Lawrence), and has delved deeply into the mysteries of mental health. An interesting project is the Kiwanis clinic program, of which he is director. He is an officer of the State Conference for Social Work and president of the State Society for Mental Hygiene. A native of Kansas and a teacher in Kansas, he won his Ph.D. from the University of Ohio. He is a worker for the sound mind—without which the sound body isn't worth much.

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MELVIN D. LAKEY administers the public schools of Fabens, Texas—has done so for eight years now. He stepped up from the high school principalship. He is an Iowan; a graduate of Cornell College with an M.A. from Columbia. He is working for his Ph.D. at present. His educational hobbies are physical education and health. For recreation, he hunts or golfs or plays tennis.

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B. P. HEUBNER has recently been added to the faculty of the University of Denver in the Department of Education and Psychology. Professor Heubner was formerly head of the Department of Education at Ripon, Wisconsin, and at Wichita, Kansas. He is assuming the duties of Dr. G. L. Maxwell, who is now serving as director of adult education in the state of Colorado.

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HARRIETT M. CHASE, chief assistant to the secretary of the National Education Association, is doing a remarkable work in promoting life memberships. When Mr. Crabtree conceived the idea and undertook the tremendous task of building a five hundred thousand dollar addition to the National Education Association headquarters, he needed someone to carry out the details of that program. Miss Chase was called to the task, and her work speaks volumes for her ability. The campaign for life memberships has netted to the present time fifty-two hundred and twenty-two members. A quiet but forceful personality, Miss Chase has the ability to achieve fine results. The new N. E. A. Building is a monument, first to a fine vision and direction of plans, and second to the carrying out of those plans in a completed project.

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CAROLINE WOODRUFF of Castleton, Vermont, has been a leader in national education circles for many years. She has won many honors through her devotion to the cause. Vermont has enthusiastically brought her forward for the presidency of the National Education Association in 1935—giving her the hearty support of the State Teachers' Association, the Federation of Women's Clubs, and the Parent Teacher organization. The New England Teacher Preparation Association also has adopted resolutions praising Dr. Woodruff and giving encouragement to her campaign. As head of an important teacher preparation institution of Vermont, she has demonstrated the ability to lead and inspire her students as only a true teacher can.

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WALTER A. ANDERSON is assistant in curriculum research in the Minneapolis public schools. He has much to do with adult education—both on the administrative and on the teaching sides. Business psychology and tests and measurements are the subjects of the evening courses conducted by him. He holds two degrees from University of Minnesota. He began his teaching in 1925 at St. Cloud, Minnesota. Still in his early thirties, he has made a fine start in the field of curricular and instructional supervision.

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ROY W. CLOUD is a Californian from the cradle up—to his present position as executive secretary of the California Teachers' Association. He has held this important post for eight years. He is also managing editor of the Sierra Educational News, and has been made president of the Educational Press Association of America. He has traveled extensively, but draws his inspiration chiefly from California for the many books and articles he writes. Among these are: "A History of San Mateo County" and "On the Trails of Yesterday."

Winshipisms

"A time-table is not good for passage. It tells you where to go, but you must get your transportation just the same. Many teachers think that they furnish the pupils transportation when they have merely provided a time-table."

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"There is no other use of tax money that pays as well as that which is used to make men and women who are worth while out of the children."

The Problem Box

Conducted by DR. AUGUSTUS O. THOMAS

Education and Crime

QUESTION—I am a high school teacher. I have been wondering of late about the moral force of education. While we are increasing attendance in school and the work of the welfare societies, the efforts of the church, the Y. W. C. A., the Y. M. C. A., the Allied Youth, and other similar organizations, crime seems to increase in about the same ratio as the character forming institutions. And our ethical aspect in business, society and government is discouraging. How can you reconcile this situation with our belief that education is character forming?

Answer—Now, that is a good question to think over, and I wish all the teachers of our country would put their thinking caps on and try to make up their minds in regard to it. The thing that occurs to me is that if we were not increasing our education facilities we would have much more crime than we could handle. If we should abandon our schools and these other institutions we would have a reign of lawlessness and unethical procedure which would test the powers of citizens to cope with. Most of us believe that mankind is improvable through education. Recently I had a talk with one of the officers of Scotland Yard. I asked him if there is any connection, so far as he could tell, between education and crime. "I can show you," he said, "that when England made education compulsory, juvenile crime began to decrease and has steadily declined as education has become widespread among our youth." "That is good," I said, "that answers my question, but I should like to know what is the element in your education which produces this effect?"

"Well," he said, "in the first place the school brings about systematic conduct, punctuality, regularity, application to task, and courtesy, but the thing we try to do is to make the child self-respecting. If he is self-respecting he will want to be respected by his fellows and then he is not so likely to go wrong. To us that is the key to good citizenship and good citizenship means not only to live within the law but it means that the individual citizen must be of the constructive sort and do his part in the social and political life of his country." I think this answers the question. The more education we have and the wider it is spread, the more check there is on lawlessness. Let us not be weary in well doing.

Consult Dr. Thomas about YOUR problem! Address him in care of Journal of Education, Six Park Street, Boston.

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Does Punishment Work?

QUESTION—I have been teaching school a long time and I have observed that when a child is punished he is likely to do the same thing right over again. I have wondered just what to do about it. Perhaps you can tell me.

Answer—A lot has been written on the subject of punishment, not only of criminals, but also of school offenders. The commentator, Blackstone, dealt with the subject of punishment and told his classes that punishment had its objectives—first, to punish the wrongdoer; second, to guard against a second offence; and third, as a deterrent to others. I suppose that was, in a measure, back of school punishment. When I was a boy the dogwood and the hickory were as essential to the school as the old-fashioned blue-back speller and McGuffey's reader, and it was a dull day when somebody didn't get his hide tanned, and it was no make-believe in those days. It was the real article. But more modern psychologists and masters of pedagogy say this is all wrong and we should use moral suasion. As a consequence, we have put away the hickory and the ferule, and are trying out moral suasion. We will probably never go back.

The best way to keep children from being a nuisance to the teacher is to keep them busy. The way to keep them busy is to keep them interested. The way to get them interested is to find the real child. This is in line with character training and personality, but no teacher can do much with this subject who has forty or more children in the room. I don't know that it belongs here, but I believe we need 300,000 more teachers in our schools. The stretch-out system among teachers is carried entirely too far, and every teacher who has forty or more children in her room should have a division or help. The state and federal government could do nothing better than to give the schools 300,000 additional teachers, which would give them a chance to do some individual exploring of child nature and fit the program to what is discovered, but will they? Governments are a good deal like children—they don't do so well sometimes as they know.

If a child gets sick or breaks a bone we call a physician or send him to the hospital, but if a child is mentally or morally ill we have no clinic for him, but let him fight it out for himself. Generally he fights a losing game. I don't imagine much punishment would be necessary if teachers had the right number of children in their classes.

The News Digest
OF EDUCATION

Cash Refund

State Aid More Than Half of Budget

ALBANY, N. Y.—The major portion of the $128,000,000 paid out for education in 1934 by New York State went back to the pockets of citizens in the form of a low general property tax level. Of the huge education department budget—nearly half of the general state budget—more than nine-tenths is returned to cities and school districts to assist them in maintenance and support of their schools. The reimbursements, known technically as "state aid," are for the purpose of relieving the taxpayer of part of the heavy burden of education expenses through a lowering of the general property tax. Under the present setup, education is financed through a tax upon the real estate in the various school districts and the state adds sufficient money to funds raised from this tax to insure a fundamental minimum program of education.

Twenty-Year Waiting List for Teaching Positions in Boston

BOSTON.—So large is the teacher surplus in Boston that it would require nearly twenty years to clear the lists of applicants for positions in the primary-elementary grades at the rate at which the department has been able to make appointments during the five-year period from 1929 to 1933, Superintendent of Schools Patrick T. Campbell declared in his annual report for the school year ending August 31, 1934, made public recently. And this would be true only if "no new names were added in the meantime."

Noting that the pupil population in the lower grades showed a loss of 2,821 pupils in 1933 as against the total for 1929, he states that indications are that figures for this year will show the system has suffered even greater losses in these grades and that "no one can with assurance predict the end of this movement."

"Girls in the high schools who are preparing to enter Teachers College of Boston," he recommends, "should be informed by their instructors of the conditions which render their employment as teachers most unlikely in the immediate future."

In the face of the continued decline of the school population in the grades below the ninth, the upper grades have grown from a total of 30,172 in October, 1929, to a total of 37,630 in 1933, an increase for the period of 7,458 pupils, the report stated.

Superintendent Campbell states that the curious situation of a constant decline in one part of the system, coupled with an unprecedented growth in another, should be a warning against haste in developing the physical plant.

Crime's Enemy

HARRISBURG, Pa.—Education as the chief weapon in a war on crime was urged by Governor Paul V. McNutt, of Indiana, addressing the annual meeting of the Pennsylvania State Education Association here. Governor McNutt said that the United States was spending $1,500,000,000 a year to incarcerate 500,000 prisoners, while the schools spent only $200,000,000 more to educate 26,000,000 children. "The surest method of meeting crime," he declared, "is not less but more education and better and more thoroughly socialized schools. The same is true of every major national problem. Adequate support of public education is one of the few paramount duties of an enlightened government."

America Can Be Made Literate In One Year, Declares Expert

WASHINGTON.—The new leisure arising from shorter hours should be used, says a federal education expert, to "make America literate."

Urging that every schoolhouse in America be thrown open for adult classes, Dr. L. R. Alderman, who specializes in education for grown-ups, said:

"We can make America literate in any one year we want to do it. The man of seventy learns as fast as the boy of ten."

No new machinery is needed, he said, to enable the adult who has won extra hours by a shorter work day, or an extra day through a five-day week, to enrich his or her life by study.

"All we have to do is to use the machinery we have, the schoolhouses, churches, libraries, playgrounds, gymnasiums, clubs for hobbies and fads. Nor do we need to import talent into any locality. Plenty of unused talent is there."

He based these conclusions on recent actual experience with the eagerness of adults to learn from books, to develop handicrafts and to pursue hobbies.

He, however, did not advocate federal leisure time programs, but said the impetus for leisure programs should come from the local communities themselves.

"There are probably 12,000,000 illiterate adults in this country, and millions more," he said, "who would enjoy pursuing some branch of learning."

Library Growing

Shakespeare's Works From All Over World

BIRMINGHAM, Eng. — Additions from all over the world are being made to the Shakespeare Library owned by the City of Birmingham. With the co-operation of the British Foreign Office, the Birmingham City Librarian has been able to obtain the assistance of Shakespeare students all over the globe, and there is scarcely a Shakespearean book published anywhere that does not come into his hands. Additions to the library have been received recently in Armenian, Arabic, Serbian, Polish, Japanese, Portugucse, Turkish, and Swedish. Russia and China are co-operating with enthusiasm. The Birmingham Shakespeare Library was founded, with 1,239 volumes, in 1868. The books now number more than 23,000 in fifty-two different languages.

School Head

Takes Up New Duties in Beverly

BEVERLY, Mass.—Starr M. King, new superintendent of Beverly public schools, assumed his duties early this month and made a tour of inspection of all school buildings in the city.

Pay Boost

Even in Face Of a Lack of Cash

BOSTON.—Restoration of the pay cut to Boston public school teachers as of January 1, 1935, and application to the Legislature for additional funds to help carry the increased financial burden have been voted by the Boston School Committee, meeting in regular session. The decision was reached despite the objections of Alexander M. Sullivan, business manager of the committee, who had previously recommended that no action toward restoration be taken until the necessary funds had been authorized by the Legislature. The additional expenditure, for restoration of the cut, according to Sullivan, will be about $1,945,000 and entails a deficit of approximately $1,471,000. Sullivan stressed the "danger of restoring salaries to their old levels in anticipation of enabling legislation."

Same Brains

For Backward And Advanced Races

MOSCOW.—Professor L. J. Pines and a group of specialists at the Bekhtereff Brain Institute recently exploded the theory that brains of backward peoples are essentially different from those of the more advanced races. After a study of the brains of six hundred persons, including those of various races as well as those of one hundred outstanding individuals, Professor Pines said variations found in one race are also met in others and the scientists could not tell from the structure of the brain to what race the person belonged. Even in the brains of gifted persons were found features common to those of persons of inferior mental development.

Schools Where No Pupils Fail Become a Reality at Albany

SYRACUSE, N. Y.—Schools where no pupils fail, long the schoolboy's dream, are approaching reality under Albany's educational pioneering, Dr. John H. Kingsley, assistant superintendent there, told the New York State Associated Academic Principals in annual meeting here.

"Albany's high schools," he said, "are open to all of secondary school age who desire to avail themselves of the advantages irrespective of race, creed, economic background, mentality and achievement. There is some field of education on a difficult level which one may attempt with some assurance of success."

Albany's basis for grouping "is a curriculum built to provide for individual differences, and the agent in the adjustment of the work to the worker is the guidance counselor. A given course must be so constructed and presented that all individuals interested therein will find work which in difficulty will challenge their best effort, but never demand from them that which they cannot do. It is the business of the school to protect its youth from failure.

"Albany has accepted a philosophy which places upon the schools responsibility for retaining pupils rather than for their elimination."

Children Observed

Nursery School Used As Laboratory

BUFFALO, N. Y. — Parents who wanted a nursery school for their children and a School of Education which needed a child group as laboratory material for its students have embarked on a co-operative venture this year at the University of Buffalo. The School of Education is furnishing well-equipped schoolrooms and play space for the children, a director, testing materials, testers, and research workers. The parents are giving a "fellowship" which pays a teacher's salary and are providing assistance and the clay, crayons, paper, and the like for daily use in the classroom. "The children play, learn and grow in one-half of the Education Laboratory," declares Katherine D. Lynch, assistant professor of education. "Students and parents are busy in the other half behind the 'one-way-vision screen.' As many as sixty students have studied children at one time. Pamphlets, magazines, and books on child development are on tables so that mothers and students can read and study and at the same time see applied the principles of child training."

Hope for Tone-Deaf

LOUISVILLE, Ky.—Hope for the tone-deaf as music students is held out by an experiment just completed at the University of Kentucky. Thirteen young people who showed little discrimination as to musical intervals were graded on the Seashore test of pitch. Then seven of them were intensively trained in pitch recognition. When the test was re-administered the trained seven were shown to have made an average gain of 23.8 points, while the others had lost slightly. Alexander Capurso, in charge of the experiment, believes that it demonstrates that students formerly rejected by music schools may overcome alleged ear deficiencies.

Old-World Cultures Honored In Lofty Cathedral of Learning

PITTSBURGH, Pa.—Parents of students whose backgrounds are rooted in Old World soils have their innings in the new forty-two-story Cathedral of Learning of the University of Pittsburgh, which is now beginning to be occupied. Seventeen nationality rooms, each symbolizing a culture represented in the Pittsburgh district, have been included in the structure, not as museums but as classrooms, to be used regularly and thus to be a constant influence in building up respect for the histories and traditions of those population groups.

The countries represented are England, Scotland, Wales, Ireland, France, Germany, Italy, the Scandinavian group, Lithuania, Poland, Russia, Czechoslovakia, Rumania, Hungary, Yugoslavia, Greece, and China.

The Jagellonian Library at the University of Cracow, Poland, where Copernicus, the great astronomer, studied, furnishes the inspiration for the Polish room.

The blackboard on the wall of the Russian room, designed as a triptych, is distinctive. It is surmounted by carved images of the "Sirin" and "Alcanost," the fabulous twin birds of Joy and Sorrow.

In the Italian room, over each seat on a platform running along three sides, appear such names as Michelangelo, Leonardo da Vinci, Botticelli, Lorenzo de Medici, and Galileo in olive wood inlay.

The 22-acre site on which the building stands was given by Andrew W. and R. B. Mellon. The work now being done in the interior of the building is financed partly by the Federal Government as a phase of its work relief program.

Pick a Hobby

For Happiness Says Educator

RALEIGH, N. C. — The happiest people in the world are those with hobbies, Dr. Ed Hedgepoth, of the University of North Carolina, insists. "Cultivate a hobby, something that you like to putter around with in spare moments, something entirely different from anything in your daily routine, and you will gain much benefit from the relaxation," he said.

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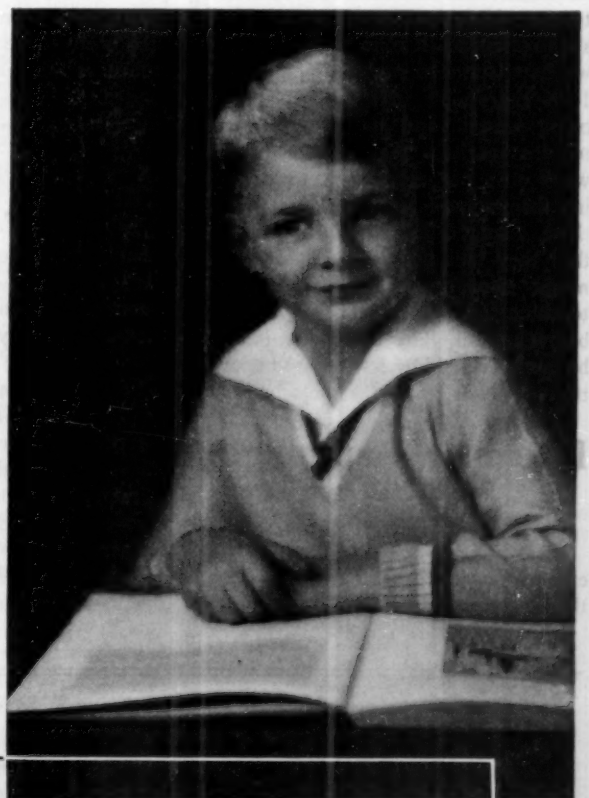

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P-20

One Subject a Day Is Plan Suggested by Lafayette's Head

EASTON, Pa.—At the suggestion of President William M. Lewis, the Lafayette College faculty is considering a plan which, if adopted, will mean a radical change in the method of instruction for undergraduates. Dr. Lewis's plan calls for revision of the college schedule which will make it possible for one day a week to be given to each subject. One hour or more for class work is suggested, and the remainder of the time for laboratory and library work.

The present system gives each student an hour a day for each subject, the undergraduate being forced to hurry to another unrelated subject immediately afterward.

"The purpose is to get beneath the superficiality of the present college system," said Dr. Lewis. "This business of the geology professor's being forced daily to knock French or history out of the student's mind before he can begin on his own subject must come to an end."

The Lafayette faculty is also considering the adoption of the Hobart College system, which calls for two semesters, unbroken by mid-term vacations.

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Part Time Jobs

Are Considered For Unemployed Teachers

CHELSEA, Mass.—The advisability and feasibility of employing 100 qualified teachers, now unemployed and residents of the city, was recently placed for consideration before a special committee of the Chelsea School Board, appointed at the suggestion of Mayor Lawrence F. Quigley. In a communication calling attention to the necessity of finding work for unemployed teachers, the mayor said: "Some of them have degrees which would not have been theirs had the employment of teachers in the past been normal. Under such conditions it is to be assumed that we have some highly qualified persons. It is regrettable that their talents are being wasted, and the thought struck me that perhaps they could be put to work on a part-time basis, thus affording them some income and also keeping them engaged in their profession, so that they will not become stale. They might take up tutoring and further teaching of pupils whose marks are below normal. This added cost is not to be considered, if by it we are improving the standards of our schools."

Learning Languages

Facilitated by Use of Phonographs

OMAHA, Neb.—Education in foreign languages is having a new deal in the classes of Dr. V. Royce West at Omaha Municipal University. As pioneer in the field Dr. West is testing the ground for a newer and simpler method of teaching strange tongues. Instituted a year ago, the system employed by Dr. West utilizes dictaphones and foreign newspapers in addition to textbooks. With the old-fashioned system reduced to a minimum in classroom work, the students use their spare time in learning pronunciation from phonograph records in foreign languages, or by checking their own speech by playing back dictaphone records. Practical phraseology and usage are obtained from the daily foreign newspapers. As an adjunct of the program, the students publish an illustrated monthly. It has been found that students learn to converse faster in foreign tongues under the new system and that it keeps them more absorbed in their subjects.

English Pilgrimage

BOSTON. — An unusual summer course in London is planned as a regular part of Boston University's 1935 summer session, according to an announcement by Professor Atlee L. Percy, director of the summer term. The London course, in which the study of English literature and history will be complemented with actual visits to the places mentioned, will be under the direction of Dr. Everett L. Getchell, professor of English in Boston University's school of education. Five mornings a week will be devoted to lectures on English literature which will be given in King's College of London University by Dr. Getchell and Professor Beales, of London University. Historical and literary side trips will occupy three afternoons a week and each Saturday the group will make an all-day pilgrimage to various parts of England.

Check Reds

In Colleges Asks Labor Head

NEW YORK.—An investigation of colleges and other institutions of higher learning to determine whether any instructors are teaching doctrines subversive of American institutions and promoting the ideas of overthrow of government by force was urged recently by Matthew Woll, acting president of the Civic Federation, in a letter to John W. McCormack, chairman of the Congressional committee now conducting an inquiry into un-American activities.

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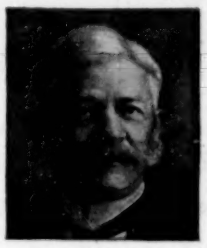

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Cut Restored

NEWTON, Mass. — Newton school teachers are to be given back the 7½ per cent salary cut they experienced two years ago, it was announced at a joint meeting of the school committee and 500 school teachers recently. Mayor Sinclair Weeks stated that he would recommend a similar restoration of the 7½ per cent cut in all municipal salaries and wages. "When the reduction was put into effect on January 1, 1933, the lowered cost of living made it seem reasonable at that time to provide that municipal salaries and wages be reduced proportionately," he said. "Of recent months, however, the cost of living has increased substantially and threatened to still further increase before another year rolls around. National, state, and many units of local government have already made restoration, and it seems only reasonable for Newton to take similar action at this time." The increase in salaries will add $1.20 to the tax rate, it was estimated.

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Not in First 12

No University Of South Ranks High

CHICAGO.—In a statement directed to Senator Huey P. Long, Edwin R. Embree, president of the Julius Rosenwald Fund, said that not a college or university in the South should be included in the first twelve of the United States on the basis of scholastic output and eminence of faculty. Senator Long recently asserted that the Rosenwald Fund president had "swallowed his words" when he denied having said that Louisiana State University was about to be included in the first dozen universities of the country. Harvard should head any list of leading institutions, Mr. Embree declared, with the following also included: Columbia, Chicago, Yale, California, Minnesota, Cornell, Michigan, Wisconsin, Iowa, Princeton, and Johns Hopkins. Only three Southern institutions, Virginia, Texas, and North Carolina, were members of the Association of American Universities, Mr. Embree said. He added that Vanderbilt, Tulane, Duke, and Emory were promising schools.

In School at 81

SARGOSSA, Spain. — Dr. Pedro Abuelo, eighty-one years old, who passed with honors through the first year of a course in philosophy and letters at Sargossa University, has announced that he would keep on studying until he died. Dr. Abuelo graduated in medicine at twenty-five and practiced until he was eighty. Memories of his happy school days caused him to resume his studies. He plans to take a law course when he graduates in philosophy and letters.

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American Book Company, New York, Cincinnati, Chicago, Boston

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G. & C. Merriam, Springfield, Mass.

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Facts Are Vital to Learning

(Continued from Page 41)

plex, devious, subtle. They, like the mastery of the piano, violin, or voice, are acquired only through consistent, intelligent study and application. Too many educators today are afraid to demand work from students. They forget that children like to work provided they accomplish something by doing it. They forget, too, that anything worthwhile has its price. Our independence was not won by sitting under a fig tree, neither is the mastery of English. Work is the essence of life. Thoughtful people will hold to it.

Education, to be worthy the name, must develop a basic understanding of facts as well as self-control, will power, personality, character and social efficiency. Fundamentals are essential; without them efficient social participation is impossible; social training a nightmare. Any philosophy that minimizes the necessity for learning formal grammar, spelling, philosophy or any other body of facts blights the understanding, culture and charm of the individual and of society.

Social training is important; it is desirable that individuals be taught to work together and think together. There is no argument about that. However, in order to emphasize social training it is not necessary to abrogate the basic factors of education. Problems are not solved by jumping from one extreme to the other, but, rather, by making little adjustments here and there as needed. Efficient educational procedure consists in well-directed social training; in teaching children to plan, to think, to work harmoniously together; in teaching a multiplicity of essential, significant facts; in extending the frontiers of culture. There is no repugnance between any of these elements; they comprise a harmonious whole. Progress in education is necessary; but that progress does not imply an utter disregard for the elements of knowledge; it does not imply an irrational emphasis upon non-essentials. It does suggest the need for a careful analysis of aims; a conservative unfoldment of method; a scientific adherence to fundamentals.

The Alcove for New Books

For Science Teachers

SCIENCE TEACHING AT JUNIOR AND SENIOR HIGH SCHOOL LEVELS. By George W. Hunter, Ph. D., Lecturer in Methods of Education in Science, Claremont Colleges, Claremont, California. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Too often the teacher of science is so steeped in his subject that he is careless of both the how and the why of its presentation to the students. To be sure a large amount of good teaching is done in science by teachers having the requisite imagination and a genuine enthusiasm for the facts and principles to be studied. But even the best of unguided teaching can be improved through a deeper understanding of purposes and a wider knowledge of techniques that have been tested in laboratory and classroom.

"Science Teaching," by Hunter, provides the groundwork needed to render the presentation of the sciences, whether in elementary or in high schools, more effective educationally. One may ask this book many questions as to objectives and procedures and be sure of receiving a clear and helpful answer.

No teacher of science can fail to profit from the sections on the methods of science, individual differences, testing, and the laboratory—to pick at random only a few of the topics comprehensively and illuminatingly treated in this book.

• •

Schoolmen of Europe

MODERN EUROPEAN EDUCATORS. By Adolph E. Meyer, Ph. D., Assistant Professor of Education, New York University. New York: Prentice-Hall, Inc.

Education in America needs perspective. It needs not only the perspective of the past but also, and perhaps even more, the perspective of the present.

Dr. Meyer has brought together into one convenient volume a vivid portrayal of educational theories and practices that have sprung up in different parts of Europe; theories and practices which are destined to exert much more than momentary or local influence.

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Nowhere in English will one find a more enlightening survey of educational experiments of contemporary Europe than is here offered by Dr. Meyer.

Under his guiding pen, one may visit the Danish Folk High Schools, may see Bertrand Russell testing his philosophies at Beacon Hill in England; may call upon the educational workshops of Decroly, Montessori, Badley, and twice as many more.

• •

English by Grades

ESSENTIALS OF EVERYDAY ENGLISH. By Florence K. Ferris, Waukesha, Wisconsin, and Edward E. Keener, formerly Director of Educational Research, Chicago Public Schools. Chicago, San Francisco, New York: Laidlaw Brothers.

To train boys and girls to speak and write English correctly, is the purpose of this series of six books. They have been prepared for grades three to eight. Each book consists of instructional material and exercise sheets and is designed as a complete textbook and workbook combined.

Instructions—which are printed on the inner margin of each page—are clear and to the point, and the accompanying activities have the advantage of putting each new principle into practice the moment it is studied.

Teachers will find these pupil activity texts well graded and ably executed. Tests are provided at intervals, and the thought of self-improvement is constantly present.

The books are of uniform size, approximately 8½" x 10½", and a half inch thick; with paper covers and perforations which permit worksheets to be torn out if desired.

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Children of Italy

BEPPO AND LUCIA—CHILDREN OF SUNNY ITALY. The World's Children Series. By Virginia Olcutt. Illustrated by Constance Whittemore. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett & Company.

Having created inimitable stories of Swiss, French, German, and Dutch children, Virginia Olcutt now gives to her audience of American boys and girls this illuminating tale of Beppo and Lucia, representing Italy.

Thus is added another introduction to a foreign land and people in this series of "The World's Children." The author again shows her genius for combining an intriguing narrative with a wealth of information about the institutions and folkways of world neighbors.

A genuine contribution both to children's literature and to international understanding and good will is made by these charming little readers—with their plaid covers, delightful illustrations in black and colors. Learning from such books becomes play—and may be all the more effective for that very reason. Even the severest stickler for "disciplinary studies" would have to admit that there is need also for books that are diverting—as Miss Olcutt's surely are.

• •

Communism's Allah

THE MEANING OF MARX. A Symposium. By Bertrand Russell, John Dewey, Morris Cohen, Sidney Hook, Sherwood Eddy. New York: Farrar and Rinehart, Incorporated.

Karl Marx is recognized as a powerful force in the world by many people who are but vaguely informed about his actual teachings. The present volume presents in concise form interpretations of Marx and his doctrines by five writers who are themselves independent thinkers.

The introduction by Sherwood Eddy really sets forth the main ideas of Marx—his dialectic materialism, his theories of value and surplus value, and his plan of action. Dr. Eddy sees much to admire, but calls Marxism a truncated philosophy.

As one reads further into the discussions, one finds a great deal of hair splitting; much effort to be a part-way Marxist without being a full fledged communist; or to be a communist without being a worshiper of the Communist Party in Russia.

Sidney Hook, who edits the symposium, spells communism with a small "c" and regards as absurd the assumption that the Russian experiment is the only genuine test of communism. The world in general will fail to agree with this differentiation, and will judge Marx's communism from the procedures and outcomes of the massive exhibition now going on in the land of the Soviets.

Nevertheless—to know what certain writers with liberal tendency think about Marx and communism one may save much time by reading this book. In fairness to himself, however, the reader should bear in mind that the milder theories of social reform held by many Americans who are not communists nor socialists even, are not represented in this "leftish" treatise.

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Grins Between Grinds

Doubtful Account

Having just received a bill from his tailor dated July, 1929, and marked: "Please remit by return, 51st notice," Bill Stoney replied:

"Dear Sir: I do not remember ordering a suit such as you mention. If I did order it, you certainly never made it for me. If you did make it, I never got it. Furthermore, if I got it, I must have paid for it. And if I didn't, I certainly can't do it now."

• •

Ninth Commandment

The children at a Sunday school were asked, among other questions, what bearing false witness against one's neighbor meant. A pert little girl replied: "It is when nobody hain't done nothing and somebody goes and tells."

Had He Spunk?

Papa—"Now, Bobby, if you only had a little more spunk you would stand better in your class. Do you know what spunk is?"

Bobby—"Yes, sir. It's the past participle of spank."

• •

Brakes Applied

"Edith and Edward," said mother sternly to the six-year-old twins, "you have disobeyed mother. I told you not to race through the house like that again. Now you may sit in the corner until I give you permission to get up."

A few moments later father entered the room, looked at his youngsters in surprise, and asked: "Why so quiet, little ones?"

Edith quickly explained: "We've been arrested for speeding."

• •

For Instance

"Oh, yes," said the pilot of the river steamboat, "I've been on this river so long I know where every stump is."

Just then the boat struck a stump, which shook it from stem to stern.

"There," he continued, "that's one of them now."

• •

New Deal America

The following lines are to be hummed by the reader to the tune of America:

"My country NRA — Sweet land of
AAA—F D I C Land of the RFC
and of HOLC, from every XYZ let
Freedom ring."

• •

Got His Picture

The clerk had just completed a quarter century of faithful service with a big business concern. At the end of the day the boss handed him a big envelope inscribed: "In token of this memorable date." The clerk opened the envelope and inside it he found a photograph of his employer.

"Well, what do you think of my gift to you in recognition of your devoted service?" the proprietor asked.

"It's just like you," was the courteous reply.

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The Editors Say...

Looking out over Boston Common, thigh-deep in snow this morning, we wonder if the Boardwalk at Atlantic City is uncovered to view. No doubt it will be clear of snow by February 22, when educational leaders from all over the country arrive for the Department of Superintendence meeting. The Superintendents and affiliated groups are all set for big doings at their mid-winter gatherings in the famous Jersey resort.

•

Our next issue will be our annual Pre-Convention Number. The contents will be of more than usual interest.

•

As editors we disclaim most of the credit for the steady improvement in the Journal of Education, about which so many of our readers have been kind enough to write us. Our own theory is that good articles attract good articles. The quality of the material submitted to us for publication shows consistent improvement.

If you disagree with what you read in this magazine—as you probably do at times—write out your views and let us have them. The truth often emerges from discussion. Make this magazine your forum.

•

Our good friend and Contributing Editor, Dr. Thomas, chose the snowiest time in years to visit Boston. But we were glad to have him drift in. So were those three hundred teachers who heard his address at the Hotel Vendome that blizzardy January 24.

•

Find the Missing Line!

We did suppose the word "ruminate" in our last Missing Rhymes puzzle would suggest the very advertisement. But some folks are having an awful time wrenching out wrong lines.

A New One.—Find in an advertisement in this issue a first line to rhyme with this made-to-order one:

.....

Made impressions that will last.

Mail the complete couplet, with name of advertisement in which the missing line occurs, to Journal of Education Rhymesters, Six Park Street, Boston, before February 23. If yours is the first correct answer from your State, you will be credited with four months' subscription to this magazine—for yourself or a friend.